



**ACT 306/SHL 2001: Progress Report – July 1, 2003 to June 30, 2004**  
**“Implementation of *A.R.T.S. FIRST:***  
***Hawaii’s Arts Education Strategic Plan 2001-2006*”**

**Submitted by the Hawai‘i State Foundation on Culture & the Arts  
on behalf of the ARTS FIRST PARTNERS aka Hawai‘i Arts Education Partners:**

**Hawai‘i Department of Education  
Hawai‘i Alliance for Arts Education  
Hawai‘i Association of Independent Schools  
Hawai‘i State Foundation on Culture and the Arts  
University of Hawai‘i at Manoa – College of Education  
University of Hawai‘i at Manoa – College of Arts & Humanities  
Affiliate Partners: Honolulu Theatre for Youth, Maui Arts & Cultural Center & Hawaii State PTSA**

# **HIGHLIGHTS: *A.R.T.S. FIRST* PROGRESS REPORT TO THE HAWAI‘I LEGISLATURE**

## **ADVOCACY**

- 2004 Governor’s Conference on Arts Education,”Creative Partnerships – Teaching Artists & Classroom Teachers,” March 6, Windward Community College.
- BOE approved 2 Fine Arts credits as one of the elective options for High School graduation requirements.
- UHM College of Education hosted a recognition dinner “A Celebration of Education and the Arts”, May 7, 2004
- Seven public and three private secondary schools were recognized with ARTS EXCELLENCE AWARDS by the Alliance and SFCA on October 16.
- SFCA developed new guidelines and process for the selection, training and evaluation of professional artists known as Artistic Teaching Partners, formerly known as the artist roster for the DOE Artists in the Schools Program.
- UHM College of Arts & Humanities was invited to join ArtsBridge America, a national arts and education network.
- UHM COE Center for Disability Studies convened a legislative summit on March 30 resulting in Senate Concurrent Resolution 199 HD1.

## **RESEARCH**

- Waiahole Elementary School continues as an ARTS FIRST Demonstration/Research Project with 2<sup>nd</sup> year funding from the National Endowment for the Arts with Dr. Warren Newman, Ed.D. of Los Angeles as the lead investigator assisted by Jennifer Herring, Ed.D., UH College of Education.
- U.S. Department of Education has awarded the Hawaii Alliance for Arts Education, on behalf of the ARTS FIRST Partners, a multi-year grant for an arts education research project in the Windward District with six schools participating. Paul Brandon Ph.D., UHM College of Education CRDG, is the lead investigator.
- Kula Elementary School is conducting a longitudinal study on the effects of an arts integrated curriculum and reading comprehension in cooperation with the UH College of Education and Maui Arts & Cultural Center with support from The Kennedy Center.

## **TEACHING**

- Summer Institutes in the fine arts for teachers were directed by the Maui Arts and Cultural Center and the UHM CRDG for DOE Professional Development credits or UH credits.
- Professional development workshops presented by many of the member organizations are held after school, weekends, and summer provide opportunities for classroom teachers to experience the arts and in turn provide high quality arts learning for their students in the classroom.
- Professional development workshops for Teaching Artists were led by Deb Brzoska; the two levels of workshops will be expanded in 2005 to three levels.
- UMH College of Education’s new on-line, statewide B.Ed. Program in Elementary Education began with 29 pre-service teachers

## **STANDARDS**

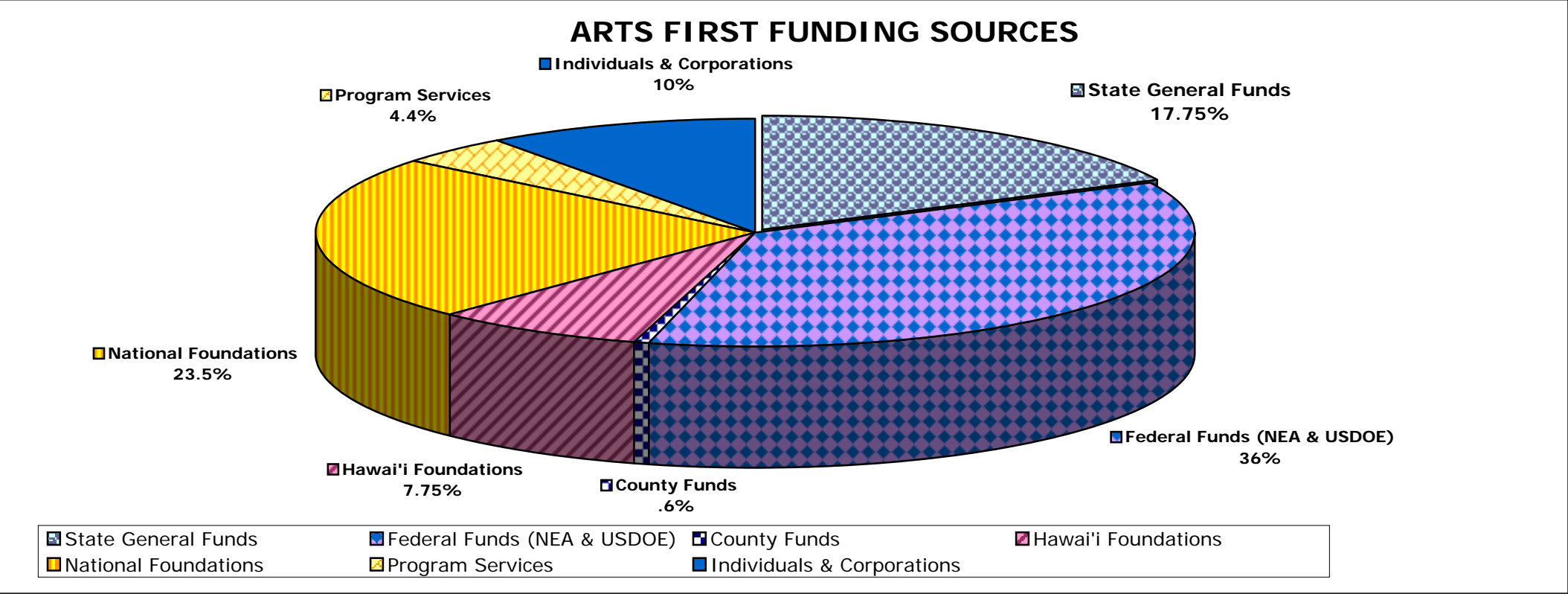
- The ***A.R.T.S. FIRST K-5 Fine Arts Essential Toolkit Supplement*** has been distributed by the DOE to elementary schools. The Toolkit contains grade level indicators to assist generalist K-5 classroom teachers and artists to implement the fine arts standards and assess student work in dance, drama, music and visual art. The Toolkit is also available on a CD.
- Hawaii Learning Interchange is on-line ([apple.com/ali/hawaii](http://apple.com/ali/hawaii)) with 10 exhibits with 10 more arts curriculum units planned for 2005.

FUNDING SOURCES: A.R.T.S. FIRST HAWAII'S STRATEGIC PLAN FOR ARTS EDUCATION

Only programs that have been initiated by the partners that are related to *A.R.T.S. FIRST: Hawaii's Strategic Plan for Arts Education 2001-2006* are included. The focus of A.R.T.S. FIRST is the elementary grades K to 5. This includes 101,375 elementary students enrolled in 199 public and charter elementary schools and 4700 elementary teachers. 16,000 K-5 students are enrolled in 113 independent schools taught by approximately 800 teachers.

FUNDING SOURCE	AMOUNT	%	TOTALS	%
<b>PUBLIC FUNDING</b>				
State General Funds	\$ 237,000.00	17.72%		
Federal Funds (NEA & USDOE)	\$ 483,000.00	36.11%		54% Subtotal Public Funding
County Funds	\$ 8,000.00	0.60%	\$ 728,000.00	
<b>PRIVATE FUNDING</b>				
Hawai'i Foundations	\$ 103,700.00	7.75%		
National Foundations	\$ 315,800.00	23.61%		
Program Services	57,600	4.31%		
Individuals & Corporations	\$ 132,500.00	9.91%	\$ 609,600.00	46% Subtotal Private Funding
<b>TOTAL</b>		<b>100.00%</b>	<b>\$ 1,337,600.00</b>	

Total A.R.T.S. FIRST Funds of \$1,337,600 = \$13.19 /per K-5 student; Public Funds - \$728,000=\$7.18/K-5 student; Private Funds - \$609.600=\$6.01/K-5 student.



# 2004 ARTS FIRST PARTNERS

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**ACT306/2001 Progress Report: A.R.T.S. FIRST Hawaii’s Arts Education Strategic Plan**

**Submitted by the Hawai`i State Foundation on Culture and the Arts  
On behalf of the ARTS FIRST PARTNERS aka Hawai`i Arts Education Partners**

**Primary Goals: 1) To guarantee a comprehensive arts education based on the Hawai`i Content and Performance Standards for every elementary student in the state; and  
2) To enable every high school student to achieve the standards in one or more of the arts disciplines by grade 12.**

**ADVOCACY: UNDERSTANDING THE VALUE OF ARTS EDUCATION**

**OBJECTIVE: DEVELOP METHODS & A PROCESS FOR IMPLEMENTING THE FINE ARTS STANDARDS**

STRATEGY	ACTION STEPS	ACCOMPLISHMENTS-TO-DATE
<b><u>ARTS MARKETING:</u></b>  Design a statewide public relations plan to gain community support for arts education.	<i>Convene a task force to design and implement a statewide advocacy plan for arts education.</i>	<p>Completion and distribution of the ARTS FIRST Brochure describing the mission and accomplishments of the ARTS FIRST Partners by a committee that included representatives of the Hawaii State Foundation on Culture and the Arts, Hawaii Alliance for Arts Education and the Hawaii Association of Independent Schools.</p> <p>MACC, HAAE, and SFCA began plans for statewide training in November 2004 for twenty-four advanced teaching artists with a focus on “Artists as Advocates.” Nineteen teaching artists from Oahu, Maui, and Hawai’i preparing to make arts education advocacy presentations to school administrators, teachers and other stakeholders.</p> <p>UHM COE is preparing an advocacy monograph about the ARTS FIRST Partners of Hawaii.</p> <p>Arts Education Advocacy Committee will continue to develop and implement a statewide advocacy plan in 2005.</p>

		<p>2004 Governor’s Conference on Arts Education: Creative Partnerships – Teaching Artists &amp; Classroom Teachers held March 6 at the Windward Community College Campus featured Eric Booth, nationally known teaching artist affiliated with Lincoln Center, Julliard School of Music, and The Kennedy Center for the Performing Arts. Conference was planned by the SFCA Arts in Education Program in collaboration with the Arts First Partners with funding support from the National Endowment for the Arts and the Hawaii Art Education Association.</p> <p>UHCOE Arts Advocacy Activities:</p> <ul style="list-style-type: none"><li>* April 2004, the Education Laboratory School, Curriculum Research &amp; Development Group (CRDG), UH COE, held an open-house for members of the greater community to appreciate and recognize the strength of their “model arts education program” where every student is enrolled in visual arts and performing arts courses, which meet every day, every semester, every year, in grades 6-12 with over 150 guests attending.</li><li>* May 2004, the College of Education, COE, University of Hawai’i at Manoa hosted a Recognition Dinner, “A Celebration of Education and the Arts.” Approximately 300 faculty, alumni, and friends convened at the Ko’olau Grand Ballroom to recognize the role of the arts in education and to present five Awards of Excellence to selected community partners, schools, and an individual who made significant contributions to arts education in Hawai’i.</li></ul> <p>Hawai’i Alliance for Arts Education and SFCA recognized ten schools with Arts Excellence Awards: seven public and three independent schools at Celebrate the ARTS! 2004 at the Hawai’i Theatre on October 16, 2004. SFCA funded three public schools with awards of \$3,000 each: Education Lab School, Baldwin and Roosevelt. The Alliance funded three public schools – Castle, Kanu O Ka Aina, Lahainaluna - and three independent schools – Mid-Pacific School of the Arts, Sacred Hearts Academy, Seabury Hall - from sales of the ARTS license plates. A member of the Alliance – Pacific Handcrafters Guild Foundation funded Leilehua H.S. with a new award that recognizes strength in the visual arts.</p> <p>The UHM COE, Center for Disability Studies, CDS, led an active arts advocacy campaign to promote, create, and support competitive employment and career opportunities in the arts for people with developmental and other disabilities, and people who are deaf/hard of hearing. The CDS convened a legislative summit on March 30, 2004 to report of the statewide status of access and to recommend system changes which resulted in the Senate Concurrent Resolution (SCR199 HD1), requesting the Hawaii Work Force Development Council, The University of Hawaii, and VSA Arts of Hawaii-Pacific to jointly convene a task force to examine strategies for systems change that will create access to small business development and careers in creative industries for people with disabilities. The plan of action will include a partnership with the DOE and the UH on the statewide public awareness campaign that is part of the strategic plan which</p>
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<p><b><u>ARTS POSITIONS:</u></b> <b>Create and fund positions for state educational specialists in dance and drama to complement the existing music and visual art specialists.</b></p> <p><b>Fund positions for at least one dance, drama, music and visual arts specialist in each of the seven school districts, a minimum of 28 positions statewide.</b></p>	<p><i>Survey public and private elementary schools on the “state of arts education”.</i></p> <p><i>Require one credit in Fine Arts for high school graduation.</i> <i>*Require one credit in Fine Arts for Admission to the University of Hawai’i</i></p> <p><i>New district arts specialists (1 each for dance, drama, music and visual arts) in each of the seven school districts.</i> <i>Total 28 positions.</i></p> <p><i>New state educational specialist positions: Dance and Drama.</i></p>	<p>includes—</p> <ul style="list-style-type: none"><li>• “Honolulu Hot Wheels” Inclusive Classroom Visual Arts and companion Artists in Residency in 300 public high schools.</li><li>• “Turn it up Louder,” The Beethoven’s Nightmare music CD</li><li>• Statewide DOE Adult Education Arts-Infused Workplace Literacy Project</li><li>• “Artists Mean Business” Small Business and Marketing Development</li><li>• “Start with the Arts” as part of a year-round youth mentorship program on the rural and remote islands of Lanai and Molokai</li></ul> <p>School survey will be developed and piloted in FY2005 and implemented in FY2006.</p> <p>The Board of Education approved two credits, effective SY2006-2007, in the fine arts as one of the electives(selected from fine arts, technology or foreign language) to graduate from high school. The University of Hawaii College of Arts &amp; Humanities is advocating for an arts credit to be required for University of Hawaii admission</p> <p>No new positions are being planned for district arts specialists by DOE.\nDepartment of Theatre and Dance is currently training 16 students to be prepared for district dance and theatre specialists/resource teacher positions. The department has 2 students (1 in dance and 1 in theatre) teaching as resource teachers for Ali’iolani Elementary every Friday teaching every child in the school. The department also has 8 students teaching through after school organizations.</p> <p>The DOE position for a state visual arts specialist was filled in April 2004. New positions for state specialists in dance or drama are not being considered at this time.</p>
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<p><b><u>ARTS RESOURCES</u></b></p> <p><b>Provide every elementary school with a categorical annual budget for arts materials, supplies and equipment.</b></p> <p><b>Designate and/or construct appropriate facilities for the teaching and learning of dance, drama, music and visual arts in all the schools.</b></p>	<p><i>Introduce Legislation requesting the establishment of a categorical annual fund for appropriate arts materials and resources in every public school (K-12).</i></p> <p><i>Advocate for the allocation of appropriate arts facilities in all schools.</i></p>	<p>Current categorical funding for Artists in the Schools, Artmobile, Art Exhibit, Music Equipment, and Transportation for Band is being reviewed as part of the Act 51 Weighted School Formula plan. With the introduction of Act 51, the principals and teachers working in our public schools will have more control over the budget and facilities allocated for professional development in the arts, arts faculty, arts facilities and arts materials. Advocacy becomes even more important to make ARTS FIRST.</p> <p>DOE curriculum staff is involved with facilities planning for new schools and is an advocate for appropriate arts facilities.</p>
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## ARTS PARTNERS

**Support existing and develop new public/private partnerships to deliver arts education.**

*Design and provide resources for ARTS FIRST Model Schools to implement the Fine Arts Content and Performance Standards and assess student achievement in the arts.*

*Develop initiatives to link schools with artists and arts organizations in the development of sequentially organized standards-based arts curriculum.*

Kamehameha Schools Maui joined the Kennedy Center Partners in Education Hawai'i Team '95 in September, '04. Hawai'i members are Maui Arts & Cultural Center, Department of Education, Maui District, and Kamehameha Schools Maui.

The DOE has officially adopted the *ARTS FIRST Essential Arts Toolkit for the K-5 Classroom Teacher* as the supplement to the Fine Arts Performance Standards and was published and distributed to all public schools. HAIS distributes the Toolkit by request. The Toolkit effectively links across dance, music, drama and visual arts at each grade level. The Toolkit is designed to support the generalist classroom teacher in delivering a sequential, standards-based arts curriculum. A feature of the Toolkit is that the fine arts are linked to other core subjects in math, language arts, social studies and science.

Hawai'i Alliance for Arts Education completed the *ARTS FIRST Institute 2003* with a final assessment in January 2004. Fifty-six teachers and artists reflected on the initial implementation of the *ARTS FIRST Toolkit* and found this resource “a great resource of lessons in visual arts, drama, dance and music” and an effective guide for arts integrated with other core academic subjects. The Institute is perceived to be a “comprehensive and effective model for professional development.”

Hawai'i Alliance for Arts Education continued to develop exhibits for the Hawai'i Learning Interchange which can be accessed on any computer at [apple.com/ali/Hawaii](http://apple.com/ali/Hawaii). The exhibits on the Learning Interchange demonstrate with video, audio and other visual images the teaching and assessment of arts integrated lessons at various grade levels. These exhibits support the ARTS FIRST Toolkit. There are now ten exhibits available, and eventually there will be a library of twenty. The Learning Interchange reaches a wide audience that might not otherwise be able to attend workshops or who need follow-up and further guidance.

DOE worked with SFCA to 1) review the Artists in the Schools Program to support implementation of the fine arts standards through artist residency and performance programs at schools and 2) develop the new standards for the selection, training and evaluation of professional artists for the DOE Artists in the Schools program roster now known as Artistic Teaching Partners.

DOE works with a variety of arts organizations to support standards-based arts curricula. These organizations include the Honolulu Academy of Arts, Contemporary Museum, Hawaii Opera Theatre, Honolulu Symphony, Hawaii Music Educators Association

	<p><i>Strengthen pre-service outreach programs of the institutions of higher education.</i></p>	<p>The Youth Theatre Program at UHM College of Arts &amp; Humanities (CA&amp;H) presented its show <u>The Paper Bag Princess</u> to over 5000 public and private school children with a substantially discounted rate to make the show accessible to students who could otherwise not attend. This initiative is an effort to link the Department of Theatre and Dance with the DOE and private school students.</p> <p>Honolulu Theatre for Youth (HTY) presents professional theatre productions aimed at each developmental level to over 100,000 children and their teachers yearly – in 2004 we served 110,000. All productions are linked to the standards and are accompanied by teacher guides for augmenting the learning beyond attending the production. Many of these productions involve partnerships – the 2004-2005 season includes partnerships with the Arizona Memorial Museum Association, the Pearl Harbor Survivors, Kumu Kahua Theatre, the Sex Abuse Treatment Center, the State Library System, Hawaii Public Radio, and Bamboo Ridge Press, among others.</p> <p>HTY's award winning program, <i>Creative Curriculum</i>, is a partnership with UH College of Education ITE faculty to train elementary cohort students in a four-semester program to implement drama education for teaching content across the curriculum in the elementary classroom.</p> <p>During Fall 2004, the 116 pre-service teacher candidates entering the COE teacher education program in elementary education and special education are enrolled in the new required course, ITE 329: Performing Arts, which has a strong field-based component where pre-service teachers design, implement, assess, and reflect upon teaching and learning in the performing arts and use the arts to teach across the curriculum.</p> <p>The College of Arts and Humanities was invited to join the ArtsBridge America, a national arts and education network. Department of theatre and dance program had 8 dance and theatre internship students who taught these art forms to over 100 public and private school students ages pre-school to high school. Prior to their ArtsBridge internships the college students were trained in using the <i>Arts First Toolkit</i> for the Elementary school in pre-service courses which involve outreach programs at both public and private schools. This program has a built in assessment program that is linked to the Da Vinci Research Center at the University of California, Irvine.</p> <p>Dance 490 (pre-service class for elementary education majors) began a new outreach program as part of it's course to give students hands on experience teaching interdisciplinary units in both private and public schools during fall 2003 and spr. 2004.</p>
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# RESEARCH AND TEACHING

## OBJECTIVE: INCREASE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS AND ARTISTS

STRATEGY	ACTION STEPS	ACCOMPLISHMENTS-TO-DATE
<u>RESEARCH</u>	<i>Develop ARTS FIRST Model Schools to implement the Fine Arts Content and Performance Standards and assess student achievement in the Arts.</i>	<p>The Waiahole Demonstration Project, funded by the National Endowment for the Arts, and the Windward Research Project, funded by the U.S. DOE, are both peioneering, testing and evaluating a K-5 standards-based arts curriculum. Both projects are designed to continue for three years. The goals are to:</p> <ul style="list-style-type: none"><li>• Show significant improvement in student performance (particularly reading comprehension), positive attitudes and motivation by integrating high-quality, standards-based arts as a core subject in the regular school curriculum;</li><li>• Improve and change the way teachers provide instruction by engaging students more effectively; and</li><li>• Observe and document changes in teaching pedagogy, to encourage positive practices and creativity in teaching and learning by both teachers and students.</li></ul> <p>Warren Newman, Ed.D., is the primary evaluator for the Waiahole Demonstration Project. The UHM COE, Curriculum Research and Development Group, oversees the research and evaluation for the Windward Project under the direction of Paul Brandon, Ph.D. Research tools used by both research projects include surveys, questionnaires, interviews, focus groups and observations. Student test scores are also reviewed. For the Windward project, results will be compared between three program schools and three similar control group schools.</p> <p>Grade 3-5 teachers receive professional development in the arts, learning strategies to infuse the arts into the curriculum, including the use of the <i>ARTS FIRST Toolkit</i>. Each teacher is partnered with an artist mentor who provides additional support in using and developing art strategies in the classroom. Students work directly with artists during scheduled residencies and attend arts related performances to enrich the experience.</p> <p>Ten teachers at Kula School on Maui completed a year of action research partially funded by the Kennedy Center and the Wm. Zellerbach Foundation. The teachers were investigating the <u>impact of an arts integrated reading program on reading comprehension and attitudes about</u></p>

**TEACHING**

**Increase the number of full-time faculty in arts education at the university level to meet increased enrollment and to develop and continue research.**

*Actively recruit students for teacher preparation in the arts through the UH system and other institutions of higher learning in the state.*

*Develop and offer graduate level courses in arts education that utilize technological delivery (on-line, distance learning and video conferencing) with direct human interaction between the instructors and students.*

impact of an arts integrated reading program on reading comprehension and attitudes about reading. MACC produced a 5-minute video on the results. The Kennedy Center published information on the Hawai'i '95 Team's project as well as the other 5 participating teams in other states. Dr. Jennifer Herring, UHM COE, and Deb Brzoska are consultants for the project.

UH College of Arts and Humanities is working to create an Education Arts Minor enabling pre-college of education (elementary) students to minor in one of the four art forms (theatre, dance, art, or music) during their first two years of study.

In Fall 2004, the UHM College of Education - Institute for Teacher Education, ITE, hired two new full-time instructors and two graduate assistants in its doctoral program to work the COE's field-based teacher education program in elementary education and to teach fine arts methods in ITE 329, Performing Arts in Elementary Education.

During spring and fall semesters 2004, COE faculty actively recruited students enrolled in the arts and humanities who are interested in pursuing careers in middle school and secondary education.

In May 2004, the Institute for Teacher Education and the Department of Outreach and Technology, UHM COE began the State-wide B.Ed. Program in Elementary Education, which is offered to 29 students across the state on-line and includes face-to-face sessions on Oahu and the neighbor islands. Cohort coordinators in-residence on the neighbor islands provide the coordination and supervision required for the strong field-based component of this program in partnership with DOE schools. Courses in the visual and performing arts are requirements for this program and are offered in a hybrid format, part on-line and part face-to-face. Teacher candidates are developing electronic portfolios as evidence of meeting the Hawaii Teacher Standards and are assessed using consistent rubrics that are applied to the teacher candidates and their students' learning.

UHM COE graduate faculty in Educational Foundations and Educational Psychology are offering a statewide Interdisciplinary Studies M.Ed. Program through Outreach College that is delivered on-line and face-to-face. Several teachers enrolled in this program are focusing their research on arts integration.

In May 2004, 10 teacher candidates in the fine arts completed the UHM COE Post-Baccalaureate Program in Secondary Education and are currently teaching in our public and private schools at the middle and high school levels. One student completed the requirements for dual certification in visual arts and drama.

	<p><i>Disseminate research in curriculum development statewide through newsletters, conferences, institutes, video conferencing, websites, and other technological means.</i></p>	<p>In May 2004, over 120 teachers candidates earned a B.Ed. in Elementary Education and completed the 12 credits in the arts as part of their program requirements. Each year several students enrolled in the Master of Education in Teacher, MET, Program in Elementary and Secondary Education focus their research on a selected aspect of arts integration.</p> <p>UHM COE offered over 40 teachers participating in professional development programs and research projects in the fine arts the opportunity to earn three graduate degree credits in the College of Education, Master of Education Program in Curriculum Studies, administered through the Outreach College, UH-Manoa.</p> <p>UHM COE professor developed an on-line version of EDCS 626, Art in Elementary Education, a graduate course for the College of Education, Department of Curriculum Studies, which will be offered through a statewide M.Ed. Program in Curriculum Studies, which is currently under construction.</p> <p>UHM COE faculty in Curriculum Studies developed a M.Ed. Program in Interdisciplinary Studies, which has increased the opportunity for graduate students to explore teaching through the arts across the curriculum.</p> <p>Four doctoral students currently enrolled in the Ph.D. program in UHM COE are focusing their research on arts education.</p> <p>ARTS FIRST members newsletters and list serves are used to disseminate arts education research statewide in addition to workshops, conference, websites and institutes.</p>
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<p><b><u>TEACHER TRAINING</u></b></p> <p><b><u>Pre-service:</u> Develop a fine arts cohort for the simultaneous purpose of retaining veteran and newly inducted teachers in the Fine Arts.</b></p>	<p><i>Identify partner schools in conjunction with the University of Hawai'i College of Education, BEd. Program.</i></p>	<p>During Fall 2004 the 116 pre-service teachers entering the two-year B.Ed. Program in Elementary and Special Education were enrolled in ITE 329, Performing Arts, Elementary, a new requirement in our program, which offers a strong field-based component for implementing and assessing standards-based instruction in dance, drama, and music.</p> <p>ARTS FIRST Partners steering committee are identifying partner schools for developing a fine arts cohort of veteran teachers and/or partnerships school who will be invited to begin a dialogue about professional development in the arts.</p> <p>COE faculty initiated an initial meeting with the principal and the arts committee Waikiki Elementary School to explore providing professional development in the arts for teachers. Arts consultant, Dr. Warren Newman also met with this group to begin planning for school-wide professional development and seeking funds to support this endeavor.</p>
<p><b><u>In-Service:</u> Increase in-service training opportunities for classroom teachers—</b></p> <ul style="list-style-type: none"> <li>* <b>to experience all the arts firsthand;</b></li> <li>* <b>to develop curricula for implementation of the Fine Arts Standards; and</b></li> <li>* <b>to assess student achievement in the arts.</b></li> </ul>	<p><i>Implement a multi-year Professional Development Institute for elementary teachers and artist educators statewide to develop curricula using new technology and to develop assessment criteria for implementing the Fine Arts Standards.</i></p> <p><i>Support teacher workshops that focus on the Fine Arts Standards in each of the arts disciplines</i></p>	<p><i>The Summer Art Experience Institute for Teachers</i>, CRDG, was offered through Outreach College during July 2004. The 500-level courses developed for this Institute are the result of the curriculum research and development initiated by visual arts faculty in the Education Laboratory School and a visiting arts educator who was formerly with the school.</p> <p>During Fall 2004, EDCS 697 A, B, C, D, Curriculum and Instruction in Studio Art, Drawing, Painting and Printing (A), Fiber Arts, Ceramics and Sculpture (B), Photography, Technology and Collage (C), and any combination of the above taught collaboratively (D), was submitted for approval as an experimental graduate course for teachers in grades K-12, which will be offered through Outreach College during Summer Session II, 2005, as part of the <i>Summer Art Experience Institute for Teachers</i>. This new series for three-credit graduate level courses can be applied toward earning a Master of Education Degree in Curriculum Studies.</p> <p>During School year 2003-04, 150 teachers in grades K-8 completed professional development 3-hour workshops and a week-long summer institute at Maui Arts &amp; Cultural Center. In addition, another 200 teachers attended workshops at staff development days on Maui. Workshops, taught by professional teaching artists, focused on both the arts as disciplines and arts integrated into other curriculum on Maui. Forty teachers completed learning results portfolios and received continuing education credits.</p>

		<p>The Alliance, SFCA and DOE offered a series of ARTS FIRST professional development workshops, “Integrating the Arts Across the Curriculum” for 164 elementary school teachers at three sites on Oahu and Hawaii. The nine workshops were presented by 7 teaching artists. 21 teachers earned DOE PD credits.</p> <p>HTY offers teacher workshops in schools statewide, focusing on the Fine Arts standards in the area of drama education.</p> <p>UHM COE course EDCS 696,” Learning Through Objects”, was offered as a summer course and was submitted to the College of Education as a new permanent course in the graduate degree programs.</p>
<p><b><u>TEACHER CERTIFICATION</u></b></p> <p><b>Develop a teacher certificate K-12 in each of the Fine Arts disciplines: dance, drama, music and visual arts.</b></p>	<p><i>Design and submit program requirements for teacher certification in each of the four areas of the Fine Arts at UHM COE and COA&amp;H and other institutions of higher learning throughout the state.</i></p> <p><i>Design program requirements for a pre-K-12 certificate to prepare teachers for two levels: Elementary/Secondary.</i></p>	<p>UHM COE is planning to develop a Fine Arts Cohort in the Master of Education in Teaching Program to begin in Fall 2007, which would lead to teacher certification in elementary education and a fine arts specialization, PK-12. Graduate students recruited for this program would hold a B.F.A. or an M.F.A. in one of the following fine arts areas — dance, drama, language arts (creative writing or poetry), music or the visual arts. This program would permit more intense collaboration between the COE fine arts faculty and UH Faculty in the Arts and Humanities and selected DOE partnership schools.</p>

# STANDARDS: FINE ARTS CURRICULUM AND ASSESSMENT

**OBJECTIVE: DEVELOP FINE ARTS STANDARDS-BASED CURRICULUM AND ASSESSMENT TOOLS TO MEASURE STUDENT LEARNING**

STRATEGY	ACTION STEPS	ACCOMPLISHMENTS-TO-DATE
<p><b><u>STANDARDS REVIEW</u></b></p> <p><b>Develop criteria for evaluation of standards-based curricula generated from teacher institutes, arts education courses, arts organizations and arts educators. The review system must be interactive and accessible on-line.</b></p>	<p><i>Develop action research and validation teams (visual arts and music).</i></p>	<p>Ten teachers at Kula School on Maui completed a year of action research partially funded by the Kennedy Center and the Wm. Zellerbach Foundation. The teachers were investigating the impact of an arts integrated reading program on comprehension and attitudes about reading. MACC produced a 5-minute video on the results. The Kennedy Center published information on the Hawai'i '95 Team's project as well as the other 5 participating teams in other states. The Kula project is continuing during SY2004-2005.</p> <p><u>UHMCOE faculty:</u></p> <p><b>**</b>are collaborating with the ARTS FIRST Partners on three different research projects and disseminated their findings in research reports written for each of these projects that are described in more detail throughout this report.</p> <p><b>**</b>in fine arts education are developing assessment tools for the evaluation of fine arts unit plans created in our methods courses. These lesson plans and student work samples will be entered into electronic portfolios, which are the property of the individual students, and are available for use for seeking employment and showing evidence of meeting the standards set by the Hawaii Teacher Standards Board and the Institute for Teacher Education in the COE. Student samples will be selected for review by the visiting NCATE team in Spring 2006.</p> <p><b>**</b>are developing a process for evaluation of elementary, middle school and secondary student work samples that are generated as the result of lessons implemented by the teacher candidates enrolled in methods courses in the fine arts in the various teacher education programs throughout the college.</p> <p>UHMCOE received NCATE accreditation in 2002 and the faculty is preparing for review using the new NCATE standards in Spring 2006. This agency requires full alignment with the standards set by the Association to report on assessment in all of UHMCOE courses.</p>



		<p><u>DOE:</u></p> <p>**Training modules on standards-based education, assessment, curriculum mapping, and grading/reporting were developed by the DOE and implemented during the summer of 2004. Follow-up sessions are being planned with complexes.</p> <p>**developed a Standards Toolkit for grades K-12 which includes a Curriculum Framework (with Grade Level Progression Indicators and Scope and Sequence) and Instructional Guide (with sample assessment tasks and suggested instructional strategies).</p> <p>**is working with McREL to revise the Hawaii Content and Performance Standards II (HCPS II) to develop HCPS III. The Fine Arts standards will be streamlined and revised to provide more clarity and “ease of use” for teachers.</p> <p>Hawaii Learning Interchange has 10 fine arts exhibits on-line with 10 more to be produced by master teachers in grades K-5 and professional teaching artists. <a href="http://www.apple.com/ali/hawaii">www.apple.com/ali/hawaii</a></p>
	<p><i>Coordinate with webmaster to ensure that the DOE lesson plan website is interactive for teachers to comment on their testing of the posted lesson plans.</i></p>	<p>Ongoing by DOE</p>
	<p><i>Assist public schools, complexes and districts with the DOE Standards Implementation Design Plan as it pertains to the Fine Arts.</i></p>	<p>Ongoing by DOE</p>
	<p><i>Establish a process of identifying student products that meet the Fine Arts Performance Standards.</i></p>	<p>Ongoing by DOE</p>

<p><b><u>STANDARDS ASSESSMENT</u></b> <b>Develop a standards assessment reporting system appropriate to the level of standards implementation.</b></p>	<p><i>Investigate assessment tools and reporting systems in other states.</i></p> <p><i>Research various standardized formats and consult with corporate testing agencies.</i></p>	<p>During Fall 2004, members of the UHM COE faculty are documenting the process for assessing teacher candidates across our teacher education programs.</p> <p>In Fall 2004 the UHM COE implemented the use of Chalk and Wire <sup>TM</sup> electronic portfolios which are created by teacher candidates enrolled in the Post Baccalaureate Program in Secondary Education in Dance, Drama, and Visual Arts to demonstrate meeting the Hawaii Teacher Standards.</p> <p>Elementary teacher candidates in the UHM COE Institute for Teacher Education provide evidence of how they have met the standards established by the Hawaii Teacher Standards Board.</p>
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**STANDARDS IMPLEMENTATION PLAN**

**The Hawai'i Arts Education Partners coordinate the implementation and evaluation of the Strategic Plan until 2007.**

*Determine the lead agency with the primary responsibility for each strategy.*

**Example:**

DOE is the lead agency for these programs:

DOE works with private schools and business organizations to coordinate The Scholastic Arts Awards program which gives awards to students for quality artwork. Students are judged by local professional artists and artist/educators. Students who win the local competition are sent to Washington D.C. for national competition and judging. Monetary awards and scholarships are given to the winners. Last year, Hawaii had 14 students who were recognized and received awards.

DOE worked with Congressman Ed Case on the Congressional Art program. Students submitted artwork which were judged by local artists and were recognized by Congressman Ed Case.

DOE has a multitude of music programs, especially secondary band programs which perform and advocate for music education in the community. The various music groups and bands perform for parades, school functions, and athletic events for the school-community. The Hawaii Music Educators Association has been support music education by sponsoring a yearly Music Educators conference (January 2004).

DOE has several schools which focus on drama as part of their Learning Center. Castle, Kaimuki, and Nanakuli are a few high schools which produce quality drama programs for the school-community.

In May 2004 the COE submitted a report that defined the continued role of the College in attaining the goals of the ARTS FIRST Partnership through the year 2006 including—

- Continue to improve our pre-service and in-service teacher education programs.
- Continue collaboration with Arts and Humanities to develop arts specialization career paths for undergraduate and graduate student who plan to become elementary, middle and secondary teachers.
- Continue our work with the three arts research grants in progress and assess new grant opportunities as they become available.
- Advocate for the professional development for elementary, middle, and secondary teachers.
- Offer graduate credit for teachers engaged in professional development and research in Arts First research projects,
- Publish a monograph to describe the goals and work of the partnership.
- Seek funding for disseminating the monograph about the partnership.
- Write articles to disseminate the findings of the arts education research projects.
- Support arts education grant activities,
- Propose constructing a COE Arts Education Website with links to arts organizations, Arts First Partners, arts education projects, arts education resources.
- Engage in arts advocacy

	<p><i>Develop partnerships for implementation of the action steps to achieve the intended goal; build in evaluation measures as part of the strategic plan.</i></p> <p><i>External evaluation of the implementation of the Plan in FY06 with recommendations to the 2007 Legislature.</i></p>	<p>The ARTS FIRST Partners continue to meet monthly to implement the strategic plan. The Partners have assumed certain lead agency roles and work together with other partners to make the ARTS FIRST, especially in grades K-5. Development and distribution of the ARTS FIRST Toolkit, the Hawaii Learning Interchange, the research projects at Waiahole School, Windward District and Kula School, and in-service professional development for teachers and teaching artists.</p> <p>ARTS FIRST Evaluation Consultant is Warren Newman, Ed.D. The “Conclusion” section of his <i>FY2004 ARTS FIRST Evaluation Report</i> is included in this annual report to the Legislature.</p>
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**“Conclusions” as submitted by Warren B. Newman as part of his FY2004 ARTS FIRST Evaluation Report**

June 18, 2004

The Hawai`i Arts Education Partners and the ARTS FIRST Strategic Plan have been extremely successful in the four years of existence. Specific goals and objectives have been met in each of the three areas which were identified as the content areas of work; advocacy, research and teaching and standards. Leadership provided by the Arts in Education Coordinator of the State Foundation on Culture and the Arts has been exemplary, especially given the fact that no additional support staff was ever provided as she took on this additional responsibility. Support by partners has generally, been of a high quality although of a differentiated level from one partner to another. The end of year reports submitted by the partners to the evaluator this year illustrate a range of insight and accuracy as the real world is perceived by partners, partner constituents and the external evaluator. Those partners who have been most involved in the daily activities of the partnership appear to have the most realistic understanding of specific next steps needed to be taken in order to complete the goal of the first six-year mandate by June, 2006. That there is a stated desire by most of the partners to explore the strategies needed to continue the collaboration of the partnership beyond June, 2006 is indicative of the efficacy of the program and its positive impact on the state of arts education in Hawai`i.